



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan template

National Quality Standard

Updated September 2019

## The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

## About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

## Exceeding NQS themes guidance

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Family Day Care Gympie Region		190012971V	
<b>Primary contacts at service</b>			
Sue Williams			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	101a Mary Street	Telephone	0754826099
Suburb	Gympie	Mobile	0417768864 (emergency/after hours only)
State/territory	Queensland	Fax	NA
Postcode	4570	Email	<a href="mailto:admin@fdcgympie.org.au">admin@fdcgympie.org.au</a>
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Stuart Christ	Name	Sue Williams
Telephone	0733779919	Telephone	0754826099
Mobile	0409020039	Mobile	
Email	<a href="mailto:property@ucaql.com.au">property@ucaql.com.au</a>	Email	<a href="mailto:admin@fdcgympie.org.au">admin@fdcgympie.org.au</a>
<b>Postal address (if different to physical location of service)</b>			
Street	As above	State/territory	
Suburb		Postcode	
<b>Educational leader</b>			
Name	Kay Braddock		
Telephone	0754826099		
Email	<a href="mailto:admin@fdcgympie.org.au">admin@fdcgympie.org.au</a>		

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	0830	0830	0830	0830	0830		
Closing time	1600	1600	1600	1600	1600		

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

On and off-street parking available. Office is only closed on public holidays and briefly over Christmas.

How are the children grouped at your service?

Family Day Care Service. All children together with their Educator.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Sue Williams, Nominated Supervisor / Service Manager

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators: 15

## Service statement of philosophy

Please insert your service's statement of philosophy here.

Z:\FDC Staff Handbook\2016 Staff Handbook\Section 1 FDC General\Philosophy

## Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 1: Standards and elements

<b>Standard 1.1</b>		<b>The educational program enhances each child's learning and development.</b>
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>		<b>Educators facilitate and extend each child's learning and development.</b>
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Standard 1.3</b>		<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

## National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1



## Quality Improvement Plan for Quality Area 1

### Summary of strengths for Quality Area 1

<b>Strengths</b>	<p>The Service is pro-active and committed to supporting Educators with better outcomes for children through:</p> <ul style="list-style-type: none"><li>• Providing Educators with resources and training opportunities to support planning decisions for children</li><li>• Listening to the needs of Educators and developing resources to support their practices. (Assessment for Learning template, Developmental Milestones resource etc.)</li><li>• Developing a culture of reflective practice through facilitated play sessions/networking groups, discussions on visits, Educator newsletters, Facebook posts, etc.</li></ul> <p>These practices have reinforced Educators understanding, curriculum decisions and documentation of the cycle of planning and assessment of children's learning and development.</p> <p>We have improved with our reflective practice and implemented strategies to support Educators ongoing.</p> <p>Our Service is committed to providing new Educators with fortnightly visits and monthly visits to established Educators.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.1 is available in the [Guide to the National Quality Framework](#).

### Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>After some challenges were made at an ECEC networking group around philosophy, we critically reflected on our philosophy to make sure it truly reflected the values of our educators and staff. This required a different approach and now our Service Philosophy is driven by staff and Educator input and accurately reflects our Services’ embedded practices. It reflects our services broad vision for quality and it is at the forefront of our thinking when we make our curriculum decisions around children.</p> <p>Our Educational Leader collaborated with Educators and staff and developed our Assessment for Learning and Progress Against the Outcomes service templates which reinforce the cycle of planning. Our Educators are now confidently making curriculum decisions to ensure each child’s learning is maximised. The Educational Leader is reviewing all of these on a quarterly basis and has ongoing conversations, suggestions and support with Educators as required.</p>
2. Practice is informed by critical reflection	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p> <p>Through conversations and observations of practice, Coordinators can see the Educators are regularly reflecting and implementing opportunities to strengthen the educational program and enhancing children’s learning and developmental outcomes.</p> <p>Educational Leader/Coordinators regularly challenge Educators in matters of practice, for example, on visits, secret Facebook page, coordination notes and newsletters.</p> <p>While we continue to reflect on the connections we have established and maintained with our broader community, including Aboriginal and Torres Strait Islanders, we are also mindful of respecting the parameters they have set in regard to these relationships.</p> <p>We have for many years been active participants in NAIDOC Day Fun Day and NAIDOC Week celebrations which has assisted us to maintain these relationships and show our respect and knowledge of their culture and histories.</p>

**3. Practice is shaped by meaningful engagement with families, and/or community**

[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Educators regularly incorporate community events into their curriculum decision making. All Educators have sound processes in place to engage with parents/guardians, including face to face, Facebook, apps. Closed Facebook pages have proved to be a great interactive tool especially when sharing information regarding the curriculum. Open and transparent communication has allowed educators to support children and families when using other community support services, such as speech therapists.

On Coordinator visits we see children making decisions and having agency over their learning and development.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.2 is available in the [Guide to the National Quality Framework](#).

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
<b>1. Practice is embedded in service operations</b>	<p>[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]</p> <p>Educators can be observed taking a holistic approach when planning individual programs for children, taking into account children’s physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Educators environments allow children to make choices and promote their agency. Educators plan their environment around children’s needs and interests. Educators recognise the importance of routines as a learning experience.</p> <p>Our service planning templates and our service policy supports Educators to plan and extend each child’s learning and development.</p>



2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 1.3 is available in the [Guide to the National Quality Framework](#).

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

<b>Exceeding themes</b>
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1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

### Key improvements sought for Quality Area 1

#### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2		To have Educators <b>recognise</b> and be able to <b>articulate</b> that they do regularly reflect on their practices and how	High	Encourage Educators to attend ECEC meeting on critical reflection. Source and share opportunities for Educator training.	Educators are able to articulate and show how critical reflection has influenced future planning decisions.	January 2020	Had reflective questions on Educator visits and in newsletters.  Educational Leader is now regularly posting



		this influences further curriculum decision making.		Consider templates.			critical reflections on the Educators secret Facebook page.  Educational Leader has sent out information about resources, eg. reflective diaries and templates.  Reflective discussions on visits with Educators.
1.1.1		To support Educators to use the National Quality Frameworks to drive their curriculum decision making as opposed to only using them reflectively.		Educational Leader has developed an EYLF Networking Group with Educators. Develop a more user-friendly version of the Developmental Milestones. Identifying areas of the curriculum that are not addressed through the assessing progress against the outcomes process and implementing strategies to address these areas.	Group has identified that they would like a user-friendly resource of practical FDCGR-specific examples of the EYLF in practice for children and Educators.	Ongoing	Early Years Learning Framework Networking Groups meetings: 1/10/19 – Outcome 3 and community, 27/8/19 – Outcome 2, 9/7/19 – Outcome 1, 30/4/19 – Terminology and Principles, 21/5/19 – Outcomes, Principles and Practice.  Assessment for Learning template has been slightly modified to include outcome planning with goal setting.
1.1.1		To support Educators in their understanding and application of the EYLF.	Med	Educational leader devised a training package on EYLF. 1-night month over 6 months.  1:1 support of Educators if requested.	Educators show a better understanding of the EYLF and have less difficulty assessing children against the outcomes.	Dec 19	<u>Update July 2019</u> Implementing out of hours training – 8 Educators attending with positive feedback so far. Completed half the training Others have expressed interest in an ongoing set of sessions later in



				<p>Networking sessions / play sessions between Educators and Educational Leader / Coordinator. Focusing on outcomes/planning for outcomes.</p> <p>Reflective questions on visit sheet reinforcing application of EYLF.</p>		<p>the year – these are continuing.</p> <p>Educational leader has arranged some booked visits to discuss programming and the framework with Educators and reiterated offers of support at workshops.</p> <p>Completed 3-4 months of Play sessions. These have been put on hold due to several factors including inability of Educators to travel/Issues with staff transporting children. Further reductions of staff may impact.</p> <p>Coordinators have identified that there is not always time on visits to discuss reflective questions and sometimes there is limited opportunity based on what is happening with the children. Often this question is left for Educators to reflect on at a time that suits. Coordinators still see this as a valuable process. Follow up</p>
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							column has been added to visit notes to ensure this is not overlooked.
		To have Educators recognise and be able to articulate that they do regularly reflect on their practices and how this influences further curriculum decision making.	Med	Give opportunities for reflection eg. Educators FB page Visits/Visit Note Included in service training opportunities Newsletters Support Educators with recording methods-templates etc Source some cost effective training if possible	Educators are able to articulate and provide documentation to show how critical reflection has influenced planning future decisions.	Dec 2019	Completed, ongoing support to individual educators through Professional Development Plans. August 2019 The Self Assessment process has reinforced that Educators are looking for more training and templates to assist with critical reflection.
		Through self-assessment Educators have identified that documentation of critical reflection is an area they would like additional support with.	Med	Consider templates. Educators have requested a documentation sharing night. Source training.	All Educators have a way of documenting critical reflection that is useful in supporting them with future curriculum decisions.	Dec 2019	Educational Leader is posting reflections on Educators secret Facebook page.
		For Educators/ service to examine their practice in relation to families and/or the community.	Med	Source training regarding "community" in Family Day Care. 27/8/2019 - Centre Support will facilitate training specific to Family Day Care. EYLF Networking Group will do some reflective discussions on community.	Educators are able to identify areas of improvement and articulate how their practice includes meaningful engagement with families and the community.	Dec 2019	Centre Support provided a disappointing session that was not really Family Day Care specific (25/9/19). Mixed reactions from Educators, feedback provided to Centre Support. 1/10/19 Networking group discussed





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				Do some reflective questions in the visit notes. To update our Reconciliation Action Plan (RAP).			examples of community in Family Day Care.
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## Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>		<b>Each child's health and physical activity is supported and promoted.</b>
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
<b>Standard 2.2</b>		<b>Each child is protected.</b>
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

## Quality Improvement Plan for Quality Area 2

### Summary of strengths for Quality Area 2

<b>Strengths</b>	<p>Processes in place to support practice.</p> <p>At least monthly monitoring visits now with an added focus on health and safety.</p> <p>Educators do mandatory training (child protection, food handling and safe infant sleeping).</p> <p>Procedures developed for nappy change and hand washing. For minor and serious incidents a flowchart is available for educators and staff stepping through the procedures including reflecting on the incident and making changes at a service level if required.</p> <p>Play sessions/networking groups and facilitated play sessions in educators homes with a focus such as physical activity and hygiene practices, environment and sustainability.</p> <p>The service has developed detailed Risk Minimisation Plans for all Educators which are reviewed regularly. Educators also develop their own site specific Risk Minimisation Plans</p> <p>Safety Checks have now been staggered throughout the year and are conducted by the Service Manager to maintain consistency. Any areas of concern identified can be added as a focus on monitoring visits.</p> <p>Our service provides car restraints, porta-cots and rest mats which all meet Australian standards. These are only in use for the recommended term.</p> <p>Trained staff are registered with ACRI to ensure current knowledge and recommendations are maintained with child restraints. All educators using vehicles complete in service training on an annual basis and as required.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.1 is available in the [Guide to the National Quality Framework](#).

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 2.2 is available in the [Guide to the National Quality Framework](#).

### Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]





## Key improvements sought for Quality Area 2

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 3: Standards and elements

<b>Standard 3.1</b>		<b>The design of the facilities is appropriate for the operation of a service.</b>
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
<b>Standard 3.2</b>		<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

## National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

## Quality Improvement Plan for Quality Area 3

### Summary of strengths for Quality Area 3

<b>Strengths</b>	<p>Our Educators have a variety of built and natural environments to enhance children’s learning and development. Educators have embraced using recycled play materials in their environment, eg. bush kitchens.</p> <p>Educators regularly network to share ideas and experiences.</p> <p>Facilitated play sessions/networking groups being held regularly at Educator’s homes encourage Educators to network and be inspired by others environments.</p> <p>Educators have a good understanding of children’s agency by having toys and resources available and accessible in both indoor and outdoor environments. Educators use toys and resources in a variety of ways and not just for their intended use.</p> <p>Educators are participating in many sustainable practices involving the children, eg. bringing bottles from home for recycling (Containers for Change).</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.1 is available in the [Guide to the National Quality Framework](#).

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 3.2 is available in the [Guide to the National Quality Framework](#).

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 3

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	Maintaining safe and hygienic indoor and outdoor environments.	Consistency amongst the service in relation to fencing, safety of indoor/outdoor environments.	High	<p>Compulsory meeting of all Educators to discuss and share relevant information</p> <ul style="list-style-type: none"> <li>-regional meeting</li> <li>-feedback ECO's</li> <li>-recent compliance check/issues</li> <li>FDC QLD information</li> </ul> <p>Establish an additional audit of environments to be carried out immediately in consultation with Educators and with all Coordinators in attendance.</p> <p>Any areas for clarification seek input from DET (ECO's).</p> <p>Give written feedback to Educators with timeframes for addressing any issues.</p> <p>Coordinators to follow up with visits.</p>	Consistent, high quality safety standards across the service.	October 2019	Completed Safety Audit and training with all Educators.





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				Specific monitoring focus added to visit sheet			

## Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 4: Standards and elements

<b>Standard 4.1</b>		<b>The design of the facilities is appropriate for the operation of a service.</b>
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
<b>Standard 4.2</b>		<b>Management, educators and staff are collaborative, respectful and ethical.</b>
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

## National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

## Quality Improvement Plan for Quality Area 4

### Summary of strengths for Quality Area 4

<b>Strengths</b>	<p>Staff and Educators providing high quality care have many years combined experience in the early childhood field. Continuity of long-standing Educators and staff demonstrate positive working relationships.</p> <p>Warm respectful relationships with children are fostered by:</p> <ul style="list-style-type: none"><li>• Safe home environment</li><li>• Small groups of children</li><li>• Individual attention</li><li>• Siblings remain together</li><li>• Attachment to consistent, familiar Educator</li></ul> <p>Monitoring visits to Educators, are conducted at least monthly and more frequently for new Educators. This includes after hours visits. New Educators are designated a regular visiting Coordinator to support them through their Six Month Review process. This process strengthens and reinforces their understanding and practice in their role as an Educator. This shows our commitment to maintaining our quality service standard.</p> <p>Educators are required to complete a minimum of 12 hours professional development per year. Our service provides professional development through in-house workshops and during play sessions at no cost to the Educator. Our service is an active member of our local ECTA group and Family Day Care Association Queensland, and this allows our educators to access current, high quality information and training. We also provide access to subsidised external training through In Safe Hands.</p> <p>Educators are encouraged to network with other Educators on a regular basis and this relationship can be beneficial when alternate care placement is required.</p> <p>Facilitated play sessions and Educator networking builds positive relationships and encourages a culture of discussion and reflection on and about practice. The service further challenges Educators in their work with children through monthly newsletters, discussions during visits, Facebook posts, etc.</p> <p>Our Service values and celebrates Educator and staff milestones and achievements.</p> <p>The Nominated Supervisor is available outside of business hours to ensure that Educators are supported when children are in care overnight and at weekends. All Educators are issued with after-hours contact details for all Coordinators.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.1 is available in the [Guide to the National Quality Framework](#).

### Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 4.2 is available in the [Guide to the National Quality Framework](#).

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]





## Key improvements sought for Quality Area 4

### Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
		Create and embed a culture of networking, sharing and learning with new Educators so that the service culture is maintained.	M	Getting Educators involved in the closed Facebook page, visiting each other and joining networking groups.	Maintaining a positive networking culture.	Ongoing	10/19 doing some paired networking sessions between Educators. 2 more Educators have been joined up to our closed Facebook page.

## Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 5: Standards and elements

<b>Standard 5.1</b>		<b>Respectful and equitable relationships are maintained with each child.</b>
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
<b>Standard 5.2</b>		<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2



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## Quality Improvement Plan for Quality Area 5

### Summary of strengths for Quality Area 5

<b>Strengths</b>	<p>Smaller groups of children, so easier to build relationships with the Educators. Siblings remain together.</p> <p>Children remain with the same Educator all day, ie no staff roster changes, etc, which enhances stronger relationships.</p> <p>Coordinators works closely with Educators and families to support children to manage their own behaviour, effectively resolve conflicts and respond appropriately to the behaviour of others.</p> <p>All Educators have built warm, responsive and trusting relationships with the children and their families. This is evident with generational care and ongoing relationships long after care has ceased.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.1 is available in the [Guide to the National Quality Framework](#).

### Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 5.2 is available in the [Guide to the National Quality Framework](#).

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Key improvements sought for Quality Area 5

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 6: Standards and elements

<b>Standard 6.1</b>		<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>		<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.



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## National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

## Quality Improvement Plan for Quality Area 6

### Summary of strengths for Quality Area 6

<b>Strengths</b>	<p>Discussions at enrolment. Family Information Booklet.</p> <p>Invited to attend various service events and celebrate Educator achievements.</p> <p>Parents are given the opportunity to contribute to service decisions through the policy and procedure review process.</p> <p>Responses from parent surveys used to reflect on practices and guide future decisions.</p> <p>Active Facebook page.</p> <p>Bi-monthly newsletter to all families.</p> <p>Sharing information of community-based information sessions and workshops.</p> <p>Service is actively involved in community events such as Little Kids Day Out, NAIDOC Day, expos, etc.</p> <p>Educators form close connections and relationships with families in a relaxed home environment. Parents are invited to be included in their child's learning and development.</p> <p>Educators working with parents to develop strategies to assist children transitioning to other services. Transition statements are provided to families prior to children moving to kindy and/or prep.</p>
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## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](#).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](#).

### Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Key improvements sought for Quality Area 6

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
		Develop a Service Inclusion Plan (SIP) that supports all children's inclusion, learning and wellbeing.	M	Inclusion Support Coordinator to be actively involved in guiding our SIP.	Educators have a SIP to support and guide them in their practices.	December 2018	Sue and Shirley have met with ISS staff.
				Seek support from Inclusion Support Services.			We felt we received little support from KU Inclusion Support and the amount of time involved was not cost effective. There was minimal practical support to Educators. It was not a user-friendly system. We have decided to look at developing our own SIP that would be available to all Educators.
		Develop our own SIP that is more accessible and supportive to assist staff and Educators.	H	Review current SIP to access information and determine improvement required. Develop a user-friendly format. Access support agencies. The Service to access training to support and upskill Educators and Coordinators.	Workable document that more clearly identifies steps and strategies to support children. Developing and maintaining connections with support agencies. Introducing support agencies to directly support Educators. The Coordination Unit are using information gathered	Feb 2020	



				<p>Intentional discussions on visits around identifying children in need of support. Update information in the Family Information Booklet around early intervention. Seek feedback from Educators on what support they require. Develop a Procedure that Educators and Coordinators can collaboratively work together.</p>	<p>to support Educators in conversations with families.</p>		

## Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

### Quality Area 6: Standards and elements

<b>Standard 7.1</b>		<b>Governance supports the operation of a quality service.</b>
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>Standard 7.2</b>		<b>Effective leadership build and promotes a positive organisational culture and professional learning community.</b>
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

## National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2





<b>National Law and National Regulations</b>		<b>Associated element</b>
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2



<b>National Law and National Regulations</b>		<b>Associated element</b>
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

## Quality Improvement Plan for Quality Area 7

### Summary of strengths for Quality Area 7

#### Strengths

Well-documented policies and procedures are reviewed regularly including consultation from staff, educators, families and our wider community. Relevant policies and procedures are also updated to reflect legislative changes in a timely manner.

Policies and Procedures are easy to read and understand.

Our services administrative policies, procedures and practices ensure:

- records are accurately maintained in accordance with relevant legislation.
- service operations run effectively and efficiently
- stakeholders are kept informed
- we have a commitment to continuous improvement

Our Mission Statement and Philosophy reflect our service's culture and values and guide all aspects of our service's operations. These documents are regularly updated in consultation with staff, educators, families and our wider community.

All team members are valued and respected and have input into leadership and service management. Embedded reflective practices create a climate for continuous improvement and promotes our service as a learning community.

Our Educational Leader has developed clear goals and expectations for teaching and learning that leads the development of the curriculum.



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.1 is available in the [Guide to the National Quality Framework](#).

### Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



## Summary of strengths in practice where there is evidence of Exceeding NQS themes

### Notes:

- This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
- Additional information about the Exceeding NQS themes for Standard 7.2 is available in the [Guide to the National Quality Framework](#).

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

## Key improvements sought for Quality Area 7

### Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	Following a Gympie ECEC meeting with a focus on Philosophies, we challenged our Educators around the interpretation and application of our philosophy. We found that Educators and families were looking for a more easily understandable version.	Revised Philosophy based on Educator, family and staff input that was easily understood by all.	High	We will send out a Survey Monkey for input.  Follow our Policy, Procedure and Risk Minimisation Plans Review Policy.	A revised Philosophy that is easily understood by all and reflects the beliefs, values and understandings of our community.	July 2019	Survey Monkey was sent out and we received thoughtful and relevant feedback.  Philosophy updated taking into consideration this feedback.  Philosophy sent out for feedback.
7.2.3	Educators have identified that they struggle with finding meaningful goals for their Professional Development Plan. Staff have identified that we need to be more intentional around using information gained from the self-assessment process and their	Service Manager to compile a more user-friendly performance appraisal for staff and Educators to more clearly identify areas for improvement. Improve existing format of individual development plans to address the areas of improvement for both Educators and staff.	M	Staff to review individual role descriptions.  Staff to update the Educator Role Description to reflect current policy changes and send to Educators for feedback.  Completing a performance appraisal, all educators and staff.  The outcome of the performance appraisal is		February 2020	Draft staff appraisal has been adopted, following feedback - 27/08/2019.



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	performance appraisals.			linked to a current, working professional development plan.			





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## Notes



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## Notes